DOCUMENT RESUME

ED 336 762 CS 213 045

AUTHOR Johannessen, Larry R.; Kahn, Elizabeth A.
TITLE Writing across the Curriculum.
PUB DATE 25 Jan 91
NOTE 63p.; Paper presented at a Teachers' Institute (Summit, IL, January 25, 1991). Some pages in the appendix may not reproduce clearly due to broken type.
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Class Activities; *Definitions; *Generalization; Learning Activities; Logical Thinking; *Persuasive Discourse; Secondary Education; Skill Development; *Thinking Skills; *Writing Across the Curriculum
IDENTIFIERS Thinking across the Curriculum

ABSTRACT

This paper maintains that the best approach to writing across the curriculum is one that focuses on thinking and writing strategies that cut across a number of subject areas. The paper describes some methods and classroom tested activities found to be successful in teaching students the complex thinking skills involved in making and supporting generalizations, producing arguments in a composition, and creating extended definitions. The paper includes sample materials involving a variety of different subject areas to provide ideas about activities that work with students at a variety of ability and grade levels. In three main sections, the paper presents four activities to develop the ability to make and support generalizations, four activities to promote argumentation skills, and three activities to develop the skills involved in extended definitions. The paper contends that focusing instruction on such activities will enable students to learn these important thinking strategies. The paper maintains that if the activities are interesting, engage students in using the target strategies, provide repeated practice of the strategies in a variety of situations that are sequenced with more structure at the beginning and move to student independence at the end, and require students to contend with the immediate demands of a real audience in small group and whole class discussions, then students will be able to think and write more effectively across the curriculum. (Forty-eight references are attached, and appendixes contain 20 pages of student activity sheets.) (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336762

Writing Across the Curriculum

Larry R. Johannessen
Assistant Professor of English

Saint Xavier College
3700 West 103rd Street
Chicago, Illinois 60655

Telephone: (312) 779-3300,
Extension 249

Elizabeth A. Kahn
English Teacher

James B. Conant High School
700 E. Cougar Trail
Hoffman Estates, Illinois 60194

Mailing Address:
1682-E Williamsburg Court
Wheaton, Illinois 60187

CS213045

for Teachers' Institute
Argo Community High School
Summit, Illinois
January 25, 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Elizabeth Kahn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

WRITING ACROSS THE CURRICULUM

INTRODUCTION

Perhaps the most popular approach to writing across the curriculum today involves the extensive use of journal writing in all subject areas (see for example, Toby Fulwiler, "The Personal Connection: Journal Writing Across the Curriculum." In *Language Connections: Writing and Reading Across the Curriculum*, eds. Toby Fulwiler and Art Young. Urbana, Il. NCTE, 1982, 15-31.). Teachers who use this approach might use journal writing to start class--they might have their students do some writing for five minutes or so to sort of bridge the gap between what they have just done (talk, walk, or whatever) and the classroom; or, teachers might inturrupt a class lecture to have students write in their journals about the lecture; or, teachers might have students write in their journals as a homework assignment, perhaps having them write about questions or problems raised in class.

As a technique for increasing student involvement in a class, or as a means to reduce the boredom of a long lecture, or as a change of pace from having students answer study questions at the end of a chapter in a textbook, we see nothing wrong with these assignments. However, we see some problems with this approach. First, these kinds of assignments don't seem to go very far--it is difficult to understand how such assignments will help most students do the kind of thinking and writing that teachers in various subject areas want their students to be able to do? It is also difficult to understand how these assignments will help students see the connections between different subject areas? Finally, we worry about the practicalities of this approach. Imagine your students keeping six different journals--one for each course--doing these same sorts of assignments day in and day out for each course. Our suspision is that many students might soon suffer from "journal burnout."

We believe that a better approach to writing across the curriculum is one that focuses on thinking and writing strategies that cut across a number of subject areas. Three important strategies that cut across nearly every subject area are making and supporting generalizations, argumentation, and definition. What we are going to share with you today are some methods for helping students learn these strategies that we have found very successful. We have tried to include sample materials that involve a variety of different subject areas to give you some ideas about the kinds of things that work with students at a variety of ability and grade levels.

We are going to explain some of the activities and then ask you to do some so that you get a sense of what goes on in the classroom and will also understand the thinking processes students are engaged in. The activities are designed to improve students' ability to make and support generalizions, produce arguments in a written (or oral) composition, and create extended definitions.

MAKING AND SUPPORTING GENERALIZATIONS

In most subject areas students are asked to make and support generalizations --whether it be in writing assignments, essay tests, or class discussions. They may have to describe a writer's style, explain the differences between Gothic and Romanesque architecture, draw conclusions based on the results of an experiment, or discuss the reasons teenagers are so influenced by peer pressure.

Most students--even our best ones--often have difficulty doing so. This is not to suggest that students don't make generalizations when they write or speak. Often that's all they do. It's not uncommon for students to write generalization after generalization without appearing even to recognize that they are presenting generalizations (or conclusions) that have to be

supported. They frequently make hasty generalizations, overgeneralize, or fail to provide any supporting evidence or explanation.

Here are a few statements (generalizations) without support from student writing:

> "In the sixteenth century, people assumed that all unmarried women were pure."

> "A Teacher at a school of mostly white, upper class students is not apt to force a novel on the students that condemns money and those who have money."

> "Before sex education was taught in the school, many teens were having sex without even knowing it."

Perhaps one of the reasons that students tend to write generalizations without supporting them adequately is because they're not very aware of when something is a generalization or how valid generalizations are developed. In textbooks, magazines, newspapers, and even class lectures, they may be presented with generalizations but not see the process that was involved in arriving at them. They may simply see them as "facts" that need no support or explanation, that cannot and need not be questioned.

One way to teach students how to make and support generalizations is to provide models or examples; however, our experience and research seems to confirm that this is not usually enough for most students.

The process of making and supporting generalizations involves a number of complex thinking strategies. Here are some that a number of

theorists and researchers have identified: Observing, Describing, Comparing, Contrasting, Questioning, Testing, Evaluating, Providing Support, and Making Generalizations (see for example, Hillocks 1982).

The activities that follow are designed to illustrate how students learn how to use the complex thinking strategies involved in making and supporting generalizations

Accidental Deaths By Firearms-- Introductory Activity

One way to help students begin to understand what a generalization is and how to generate and support them is with an introductory activity. If you will turn to the first page of your handout, you will see the questionnaire we use to introduce generalization and support (Appendix, p. 41).

After reading the directions to the class, we use the following procedures in doing this activity:

1. have students fill out questionnaire individually (emphasize that the questions are concerned with "in the United States");

2. then, informally compile and discuss their responses;

3. Introduce that these statements are generalizations --they are statements that characterize a set of things, they describe what is true of these things in general;

4. Ask what they would need to do verify their guesses and/or resolve disputes.

The answer that they reach on this last point is that they will need to look at information about all accidental deaths by firearms--each individual case, etc. in order to verify their guesses and/or resolve disputes.

This activity works in a number of ways:

*it captures their interest and attention;

*it increases the amount of student participation in class;

*it introduces the concept of generalizing--making generalizations--in a concrete way;

*it suggests the importance of having support for generalizations;

*it raises questions for which they want to find answers.

"Accidental Deaths by Firearms"--Assignment and Data Set

Now that they are interested, want answers to their questions and want to resolve disputes, they are ready for the next step. The next four pages of your handout you will find an assignment and a data set, "Accidental Deaths by Firearms" (Appendix, pp. 42-45). The data set is

adapted from a *Time* magazine article "Seven Deadly Days," (July 17, 1989, pp. 38-60).

The assignment is entirely optional, but I use it as a means of putting students in a realistic situation where they might be called upon to make and support generalizations. We use the following procedures in doing this activity:

1. give students the assignment and data set "Accidental Deaths by Firearms";

2. go over the assignment (optional) and point out that the *Time* magazine says that this week is typical, so I usually ask students to assume that any other week would be essentially like this one;

3. have students work in small groups (3-4) and use this information to **test** the generalizations on the questionnaire--look at the evidence to see if it supports the statements;
   a. we usually have students number the cases 1-17 so they can list under each statement the number of the cases that apply to it;
   b. often, we begin by doing the first statement with the class;

4. reassemble the class and discuss group findings and conclusions;

5. as a follow-up: in small groups or individually, have them work on making some additional generalizations besides ones on questionnaire;
    a. here are some possible additional ideas:
        1. number per day of the week;
        2. part of the country--North, South, West;
        3. type of weapon used--handgun, rifle, etc.;
        4. killing of self or another person;

6. then, have them discuss their findings with the class;

7. finally, have them write a composition perhaps using the assignment we gave you.

In this activity students are first testing the generalizations from the questionnaire, and they are ultimately refining them in the small group and whole class discussions. In addition, they are searching for and finding evidence to support generalizations. In the follow-up steps, they are generating and supporting their own generalizations. This activity works because it creates lots of interaction, groups have to work together cooperatively, and there are high levels of discussion. Our experience is that some usually "passive" students will get very involved.

Student Essay

The next page of your handout (Appendix, p. 46) is an example of a student essay written using this data set. Notice that her essay was published in the student newspaper. The student did the activities we have just described to you. The essay contains a number of significant generalizations with effective support, and the writer has used her generalizations and support to argue for the banning of handguns. This essay illustrates how doing activities like the ones we are showing you helps students learn important thinking strategies involved in writing that cut across many subject areas.

Urban Automobile Legends

In the previous activities students worked from a set of generalizations that they were given. However, most students will need more practice, and they need to move toward more independence--they need to more on their own. Therefore, we recommend that students work on more data sets like the first one. If you will look at the next two pages of your handout, you will find a set of "Automobile Legends" (Appendix, pp. 47-48).

We're going to ask you to work with this data set as students would. It will help give you a sense of the thinking strategies and processes involved. Also, it will help you anticipate difficulties students will have and consider ways to deal with them. Finally, it will give you a sense of the way this works in class with students.

We usually begin by having students read this aloud (but you could have them read silently), so let's read them aloud. We are now going to assign you to a group and we will give you 15 minutes to develop several

generalizations about urban legends concerning automobiles. Look for commonalities among two or more; think about what is true of some, few, many, most, what categories they fall into; the characteristics of these kinds of legends; the characters involved; and the content or themes. Write out the statements you come up with and under each briefly provide supports evidence. Are there any questions? (Tell where groups will meet and count out up to five for groups.) Please write your generalizations out on a piece of paper.

Once students have come up with their generalizations, they are ready for the next step. One thing you can do is have them test their generalization by giving them another piece of data and ask them to see if their generalizations still hold up. However, what we are going to ask you to do is to have your groups exchange and evaluate one another's generalizations. Here are some questions to use in evaluating another group's generalizations:

1. Which are strong?

2. Are there any that are not informative or meaningful (i.e. "All the legends tell stories.").

3. Are the generalizations accurate, clear, and are they supported by the data.

Now, exchange generalizations. If you would, using the questions I just gave you as a guide, discuss and evaluate in your groups the set of generalizations you have been given. Then, please write comments on the

generalizations and return them to the group that wrote them. A modification of this is to have the two groups meet together to discuss and evaluate generalizations.

In this activity students have worked more independently on making, supporting, and evaluating, and testing generalizations. They are creating generalizations that account for or hypothesize about reasons for commonalities. As a final step, have students write a composition presenting and supporting one or more of their generalizations.

Olympic Records--Data Set

On the next page of your handouts you will find another data set on olympic records (Appendix, p. 49). Notice that this data set utilizes graphs. The reason why we have included this data set is to show you two things. First, the thinking strategies involved in making and supporting generalizations are used in many subject areas, even in subject areas like math. Also, if you put this data set with the other two we have shown you, we think you can get an idea of the kinds of data sets you can create for your students. In addition, we often use this third data set in still a different way. In this case, we might simply give students the data set and have them write a composition in which they present two or three generalizations with support. Students might also be asked to do some research on the 1984 and 1988 Olympics, adding to the data that is presented in the graphs. In other words, students would do it entirely on their own.

Generalization and Support--Conclusion

One added benefit of having students work with data sets like these is that they learn more "content" as they work with material to make and support generalizations. Another reason why we have shown you more than one data set is that just doing one of these activities will probably not be enough for many students. They need repeated practice. That is why we showed you how to structure the activities so that they move from more structure and teacher to control to increasing independence. In the end, students are doing it entirely on their own. With advance students can even find their own data sets--given some ideas, cigarette ads, alcohol commercials, American Indian hero stories, etc. We are suggesting, of course, that for students to really master these thinking strategies requires about a week or more of instruction. In our own classes we set it up one of two ways--we either provide an extended sequence of activities over a period of a week or more; or we repeat the activities (with different data) in each unit we teach or every so often throughout the course.

ARGUMENTATION

In most subject areas, we ask students to give their opinions, defend a proposition, or refute a viewpoint, and yet it is easy to overlook the fact that knowing how to create effective arguments is no easy task. It involves a number of thinking skills. (see, for example, Stephen Toulmin. *The Uses of Argument.* Cambridge: Cambridge University Press, 1958.)

*making a claim(s);

*giving data, evidence for the claim;

*providing the warrant(s), the link which shows the relation between data and claim;

*anticipating possible objections from the audience and answering them.

The most common way of teaching students the skills involved in argumentation is to have students read and analyze models of effective argumentation and then attempt to imitate the models they have studied. The trouble with this approach is that too many students never seem to get it. As with the activities we showed you for generalization and support, the activities for argumentation we are going to demonstrate are classroom tested activities designed to teach students the complex thinking skills involved in argumentation.

The '73 Blue Chevy--Writing Assignment

One way to find out what your students know or don't know about argumentation is to give them an assignment that involves argumentation and find out. If you will look at the next page of your handout (Appendix, p. 50), you will find an assignment that we have used to find out what our students know and do not know about argumentation.

We would like you take a look at this assignment as we read the directions and examine some of what else is here because we think you will see that this assignment is a little different than most. Most often students are given a topic to write on and nothing else. This particular assignment is

what we call a case or case study, and it provides a context and data, data that could be used to support various arguments that this incident is or is not a case of police brutality. This is important because one of the mistakes we often make in designing assignments is that we assume that students have the data at their fingertips or somewhere in their brains to write on the topics we give them; and when we get the results, which are often not very good, we assume, that students do not know how to use data to support a claim. However, they might very well know how to use data to support a claim but they did not happen to have such data at their fingertips. Using this kind of assignment, we think, will enable you to gain a more accurate picture of what your students can and cannot do.

Student Pretests

On the next page of your handout (Appendix, p. 51) you will see two examples of a student papers before instruction. These papers was written eleventh grade students. (Read example aloud.) Notice that these papers contain propositions. In the first paper, the writer claims that "the police were totaly wrong in there [sic] actions with the teenagers"; however, it lacks supportable claims, and the student has only made vague references to the data in the case. While slightly better written, the second paper is not much better. The students offers the proposition that "the officers acted justly." The writer presents a couple of supportable claims such as "the description of the robbers matched the description of the suspects"; however, as with the first paper the writer really only offers vague references to the data in the case. Finally, neither paper anticiaptes or refutes opposing views.

Obviously, these students needs some help in learning how to write effective arguments.

Slip or Trip--Activity

If you will look at the next two pages of your handout (Appendix, pp. 52-53), you will find the first activity we want to show you for argumentation. This activity is designed to get students involved in argumentation--get them arguing and counter-arguing, but in a situation that will encourage them and one which will not intimidate them. Specifically, this activity is designed to give students practice in stating a claim or position, finding evidence to support a claim, explaining how evidence supports a claim, and in refuting opposing viewpoint. Notice the visual aspect of this activity: It provides evidence in a very concrete way--most of it is right there in the picture.

If you will please follow along as we read the situation and assignment. Now we am going to ask you to do this activity just as we would have students do it. We would like you all to get into groups (assign groups if needed). We would like you to list the evidence pointing to murder and accident and then decide in your groups if this is a case of murder or just an accident. We will give you about fifteen to twenty minutes, then we will discuss your findings and see who has solved this mystery. Are there any questions?

Now, that you have all come up with your solution, let's see who has the best solution. Let's reform as a class to present and defend your positions. We suggest using the following questions as a guide in leading the class discussion of the problem:

*Who thinks it was murder, and could you tell us why?

*Who thinks it was an accident, and could you tell us why?

*Is there any other evidence that points to murder (or accident)?

*Could you explain or elaborate on how you evidence points to murder (or accident)?

*Is there anything we may have overlooked here?

*Does anyone see a problem with that argument (or, do you all agree with that argument)?

*Is there any other way to interpret that evidence? What else could it mean?

What you have just demonstrated here in the discussion of this case is exactly what happens with students. Often, when we have run class discussions of this case our biggest problem is keeping control because students so vehemently argue their positions. Notice that we did not tell you that you must have a claim, or you must have data, or you must have a warrant, or even that you must refute opposing viewpoints. The very structure of the activity and discussion encourages students to do these things naturally.

How and why does this activity work? First, in the small group discussions students are able to rehearse their opinions in a non-threatening situation, and once groups have worked through the problem, the students in the groups are often very committed to the solution worked out by their group. As a result, the level of discussion in the whole class discussion is often very high with most or all students participating. In addition, one of the things that happens in the whole class discussion is that as the class debates the problem, some students change or modify their original positions. As students present and debate the problem, as they hear more arguments and see more evidence, they are often convinced that their original position was weak or wrong. This stands in striking contrast to the view that most students are so egocentric that whenever they are involved in a debate their final answer is, "Well, I don't care what you say, it is just my opinion."

One important element of this activity is that there is no easy answer. This is one important reason why the activity is so effective. In fact, even though we have done this activity with students many, many times, students still come up with new and interesting arguments and point to new evidence and different ways to interpret the evidence that we have never thought of before.

In the discussion it is important to use questions that encourage students to clearly present their positions, point to the evidence that supports their positions, and explain how the evidence supports their positions. As a follow-up, you might even end the discussion by having students discuss which arguments seem particularly strong and why? Which evidence is the most effective and why? Which counter-arguments where strongest and why?

Once all students have had a chance to present and debate their viewpoints, you might have students write-up their conclusions on the case. Again, encourage them to point to specific evidence, explain how evidence supports their conclusions, and they must refute major evidence and/or arguments on the other side. When they turn in their compositions, then and only then you might want to give them the author's solution, which, by the way, really isn't all that interesting. Students often come up with much better solutions.

Case 27--Activity

One of the most difficult skills for students to master in argumentation is refutation or counter-arguments. In fact in the two most recent studies of writing by the NAEP, the researchers found that only a little over 5% of the 11th grade students were able to effectively refute opposing viewpoints. If you will look at the activity on the next page of your handout (Appendix, p. 54), you will see an activity that focuses on refutation, although it also reinforces skills students learned and practiced in the previous activity.

(Read directions.) After reading the case put students in small groups and have them attempt to reach a consensus on whether Arlene Pfeiffer should be reinstated in the National Honor Society. Then, after 15 minutes or so--after most or all have reached a consensus, some groups may not be able to agree--reform the class. You might want to compile the results of their decisions on the board. We have found that this is an effective way to focus the discussion on the key elements of disagreement. Then, lead a class discussion focusing on the reasoning for their decisions.

This discussion forces them consider to a large audience of their peers--just as they had to do the same thing in their small groups--why, for example, an unwed mother would or would not "lead" others in the wrong direction. In other words, the activity is structured so that students must come up with counter-arguments in order to justify their decisions. For example, in attempting to explain why an unwed mother has not lost her "character," students will have to refute the opposing viewpoint that an unwed mother is not of strong character.

Here are some questions to use as a guide in leading the class discussion or in helping small groups attempt to arrive at a consensus:

*How would you define "good character"?

*What qualities of "character" does Arlene exhibit, if any? How does she exhibit them? What qualities does she lack? How does she lack them?

*Does "good character" have anything to do with Arlene's situation? Why or why not?

*What does "leadership" mean?

*Why qualities of "leadership" does Arlene exhibit, if any? How does she exhibit them? What qualities does she lack? How does she lack them?

*Has Arlene lost her "character"? Explain.

*Will Arlene "lead" others in the wrong direction? Why or why not?

*What arguments and evidence will the opposing view point to? How might you refute these?

These questions help students focus in on key elements and refine their arguments and counter-arguments.

As with the previous activity there is no one answer. This inevitably leads to lively small group and whole group discussions in which students are actively practicing the thinking skills involved in argumentation.

Here is an example of an exchange that took place in one eleventh grade class:

Student #1: We thought Arlene exhibited strong leadership because instead of doing nothing when she was removed from the Honor Society, she stood up for her rights. She took her case to the Human Relations Commission. She is showing others that it is important to stand up for what you believe in.

Student #2: We thought exactly the opposite. By going to the Human Relations Commission, Arlene is just trying to get out of the mess she got herself into. If she really was a leader she should do something like speak out against having sex before marriage.

Student #1: You're wrong. When most high school girls get

pregnant, they usually hide it so that nobody knows. Arlene is just the opposite. She is taking a lot of stuff from other kids in school. It shows a lot of "courage" to stay in school, keep her daughter, and face all the stuff from other kids. She is showing other kids that you can make a mistake and live with that mistake.

Students #3: You just said it: "Mistake"! By getting pregnant she made a mistake that shows she lacks leadership. A true leader would not go crying to the Human Relations Commission.

What this brief example illustrates is how the activity engages students in the skills of argumentation, particularly refutation.

Once all students have had a chance to express their views and rankings, you might want to have students discuss arguments and counter-arguments that seemed particularly strong and what made them strong, as well as those that were weak and why. Also, you might want to discuss how weak arguments and counter-arguments could be improved.

As a follow-up you might have students write a composition explaining why Arlene should or should not be reinstated in the National Honor Society. Students should include counter-arguments to refute the opposing viewpoint.

"The Police Were Right"--Student Essay

Remember the student essay we looked at on the '73 Blue Chevy? If you will look at the next page of your handout (Appendix, p. 55), you will

see an essay written on that same assignment by an eleventh grade student after doing the activities we have shown you. If you will follow along while we read the essay; then, we'll have a look at what the student seems to have learned from doing the activities. (Read essay.)

Notice how the student begins with a proposition that he supports with claims, evidence and warrants in subsequent paragraphs. While the student does not directly refute the opposing viewpoint, he does present arguments designed to indirectly counter the opposing viewpoint. For example, the student recognizes that a weakness in his argument is that while there was a shotgun used in the robbery, no shotgun was found in the automobile. Therefore, in the third paragraph the student presents an argument designed to overcome this weakness in his position. Granted, the student could do a better job of making the explanation clearer, but nevertheless, the essay clearly shows that this student has learned the thinking skills necessary to write an effective argument.

"Argumentation Check Sheet"

Once students have written what they *think* is their final composition, and I emphasize the word *think*; because if your students are anything at all like ours, and we suspect they are--they think that whatever words they first put down on paper are the final and last words on the subject--anyway, when they bring in what they think is their final composition, you are ready for the next activity which is on the next page of the handout.

The "Argumentation Check Sheet" (Appendix, p. 56) is set up to involve students in peer evaluation of the essays they have written which should help them in revising their essays.

We think it is important to take a few moments to discuss peer evaluation. Peer evaluation has become very popular in recent years. When it first hit the scene we rather quickly jumped on the bandwagon, and frankly the more we have worked with it, the more we began to have some problems with it. Yet, we think it has real value. And so, if you'll indulge us for a moment, we would like to examine its value, some problems, and how we have tried to overcome some of the problems.

Peer Evaluation--value of

We think there are at least five good reason why we should use peer evaluation in teaching writing:

1. it provides an audience response other than the teacher;
2. it provides feedback to help students revise--we know that they are more likely to revise when their peers tell them something needs revised than when the teacher tells them the same thing;
3. students hear other students' papers, and as a result they compare these papers to their own and often have a much better sense of the quality of their paper in relation to the work of other students;
4. it can make grading easier for the teacher--as a result of the feedback they have received and the fact that they know how their papers stack up to others, grading is often less of a chore;
5. perhaps most important of all, it teaches students that revision is part of the writing process.

There are probably many other reasons why peer evaluation is important, but these are certainly five important reasons why it is.

Peer Evaluation--some problems with

However, there are some problems with peer evaluation:

1. Some students have trouble being critical of their peers' writing--we call this the "everything is wonderful syndrome."
2. On the other hand, some students are exactly the reverse: They are too critical. Nothing that anybody writes is any good.
3. Finally, and I think this is often related to the first two I mentioned, students sometimes focus on the wrong things. They might dwell on the choice of a word here or there, and the real problem is that the student says nothing in the essay.

Peer Evaluation--overcoming some of the difficulties

The "Argumentation Check Sheet" and the ways in which we use this activity repesents one way that we have come up with to try to overcome some of the difficulties we have encountered with doing peer evaluation activities.

The first and most important way is that we have students usually in small groups, but sometimes in pairs, and sometimes individually apply specific criteria that have been the focus of instruction to their compositions.

If you will look at the sheet, we'll show you what we mean. questions #1 through #5 represent what has been the focus of the instructional activities we showed you--stating a thesis, providing claims, supporting evidence, and providing warrants. By focusing questions on the specific writing skills we have taught them, students know what to look for and how to tell if something is good or needs improvement.

Also, note that these questions are all Yes/No questions. We have found that by simply requiring students to give a yes or no response--does the paper have it or doesn t it--that it takes some of the pressure off them, and they will more likely give an honest, truthful answer.

We use various other strategies to help insure the success of peer evaluation. For example, sometimes we put students in small groups and have groups evaluate the papers from another group. In this way, no one is reading a paper of a student sitting there in the group.

Another strategy is to switch classes. That is, we will have my 2nd period class rate the papers from say a 6th period class.

Still another strategy is to cut students names off of the papers and have students rate papers anonymously.

When we have students meet in small groups, we have the group read one composition at a time, and fill out one check sheet per paper.

When we have students rate papers individually, we simply collect all the papers, hand out three or four check sheets to each student and then give each student someone else's paper. When a student finishes a paper, he or she raises his or her hand and we give that student another paper. By the

end of the period each student's paper has been read by three or four other students.

In one or two instances, we have even gone so far as to count the evaluations of other students' work as part of their composition grade.

You probably have devleoped some strategies of your own to help make peer evaluation work. These are some that we have had success with.

Once students have filled out the check sheets, we have them return to check sheets and papers to the writers. We then tell the write's to look them over and if they have mostly No's on their check sheets, then their paper needs some revision. We then give them the opportunity to revise their essays.

Before someone asks, the answer is yes, look at question #6. We do have students look at other students' writing for grammar, punctuation, etc. Note that we have them do this last, after they have examined the paper for content. The reason for this is that proofreading is the last thing we want them to look at. In fact, we sometimes even set this up in different ways.

We might have students read a paper first for spelling, then punctuation, then capitalization, then usage or any special problems we think they may have. What we are trying to do here is model the idea that proofreading is the last step before revision.

Using peer evaluation activities with your students can have many benefits. First, the quality of the final products will likely be better. Second, the mystery is taken out of grading writing; students have a better sense of what is expected of them, and, as a result, they are less likely to complain about grades. Also, marking compositions is much easier for the instructor. We usually have students turn in their rough drafts and peer evaluation sheets with their final papers. Then, instead of spending a great deal of time

writing long comments on student papers, all you need to do is write something like, "See #3 on check sheet." Finally, we are teaching students that revising and proofreading are part of the writing process, part of what we expect of them when they write--it takes us out of the role of being their personal proofreader--the responsibility shifts to them where it should be.

Argument--Conclusion

As the last student paper seems to illustrate, providing activities that engage students in the thinking strategies essential for argumentation is one way to teach students these skills which are so important across the curriculum. In addition, students need more than one of the activities we have shown you if they are going to learn these skills. Providing a variety of activities which encourage students to practice these strategies in different situations and with a variety of materials will help students learn how argumentation applies in various subject areas. In addition, they seem to learn the content more effectively. They are not just learning isolated facts or bits of information, the activities require them to use the information provided, and when they have to use it, they learn it better.

DEFINITION

When we think of definition, most of us probably think first of a dictionary definition. Yet, many of the tasks we ask students to do in school require definition skills that go far beyond what is involved in dictionary definitions. For example, a dictionary definition of *courage* that says it is "the quality of being fearless or brave" only defines the word in a very

general way; it does not help in classifying actions such as Richard Nixon's attempts to cover up the Watergate burglary when such attempts could be very dangerous politically. This example may seem to fit the definition; yet because Nixon acted with a selfish motive, to protect himself and his position, most would argue he was not courageous at all. This dictionary definition also leaves unanswered other questions: Can a person be courageous, yet fear nothing? Is a rash action courageous? To deal with these questions, it is necessary to provide elaborate criteria to clarify borderline cases and so-called gray areas. Two defining criteria apply here: For an action to be courageous a person must, first, understand the danger involved and, second, make a conscious choice or act. These examples reveal that defining is a complex, sophisticated process.

Teaching students the thinking skills involved in composing extended definition are central not only in English but to all other academic disciplines and technical trades as well. It is important, therefore, to provide instruction that will enable students to master these thinking skills. What are the thinking skills involved in definition? In order to write an extented definition students must be able to do the following (see Johannessen, Kahn, and Walter,1982, for a more detailed explanation of these skills):

*Identify a concept to define.

*Place the concept in a class.

*Differentiate it from other members of the class.

*Generate criterion statements.

*Give an example for each criterion.

*Provide a contrastive example for each criterion.

*Explain why each example does or does not fulfill the criterion.

The most common way of teaching students the skills involved in extended definition is to have them read and analyze models of effective extended definition and then attempt to imitate the models they have studied. The trouble with this approach is that too many students never seem to get it. As with the activities we showed you for generalization and support and argumentation, the activities for definition we are going to demonstrate are classroom tested activities designed to teach students the complex thinking skills involved in definition.

Student Essays--Pretest and Post-test

Before we demonstrate activities for teaching extended definition, it might be useful to look at some examples of student writing to illustrate what is involved in extended definition and what students learn in the activities. The next page of your handout (Appendix, p. 57) contains excerpts from two compositions written by the same student. The first, "Western Hero," was written by the student before doing activities like those I am going to show you. Please follow along as we read this composition.

The first two paragraphs, which have been omitted, describe the changes in entertainment as a result of the invention of television but do not mention the Western hero. They contain unsupported generalizations and extraneous information. However, this composition at least classifies the Western hero as a person in a Western story and differentiates him because he was a person "everyone liked and could only dream of being." The writer also gives two criteria for the Western hero--mystery and courage--but both are general and not clearly explained or adequately developed with specific examples. In other words, although lengthier, this definition is not much better than a typical dictionary definition.

Now if you will look at the definition the student wrote after about a week of instruction, you will see how the student is utilizing the thinking skills involved in defining. In "Force Beyond the Line of Duty," the student attempts to clarify the gray areas in defining police brutality. The student classifies police brutality as an act of force and differentiates it from acceptable police conduct because it is "intentional," "unprovoked," and "unneeded." The first criterion the student uses to distinguish police brutality is that the "officer is using force with a clear understanding of what he is doing and that his actions are done on purpose." The writer then gives an example of the accidental misfiring of an officer's gun and explains that this action does not fit the criterion because the officer is not intentionally using force. The second criterion states that "the act must be unprovoked which means that the person the officer is using force upon has not resisted attempts by him to carry out his correct job." The example--a shoplifter is caught and complies without resistance with the demands of the officer--illustrates a situation in which an officer is unprovoked and would be guilty of police brutality if he used force. The writer then includes an example to

clarify this gray area, concerning exactly what consititues provoking an officer; it explains when an officer can use force but not be guilty of butality. The writer builds on the same example but changes one factor: The shoplifter now resists arrest and begins to make vocal attacks and strikes out at the officer. The writer concludes that this case is not police brutality if the officer physically restrains or hits the shoplifter because the officer was provoked. The process used by the writer involves stating an elaborate criterion, clarifying the criterion by explaining an example that illustrates it, and then contrasting that example with one that is similar but, because one key factor is altered, does not fulfill the established criterion. This process of explaining a contrastive example is one of the most complex of the defining thinking strategies. It involves sophisticated logic: formulating criteria, generating examples that illustrate the criteria, inventing contrastive examples, and relating all of the points through clear reasoning. By the way, this paper continues in the same manner by next elaborating the criteria for unnecessary force.

"Survey"--Definition

The next page of your handout (Appendix, p. 58) is an introductory activity designed to interest students and help them discover for themselves the problems involved in definition. Because the survey asks for students' opinions about various subjects, it appeals to all age and ability levels. Starting with this activity will directly involve students in this and subsequent defining activities.

Pass out the survey and have students fill it out on their own. Once students have answered the questions, compile the results on the blackboard

by means of a show of hands. Permit students to argue over the differing responses but provide direction and synthesis as the need arises. Once the discussion of the questions begins to slow down or all students have had a chance to respond, ask students to draw conclusions as to why there were so many different responses and what these differences show. In this way students begin to discover and clarify some of the problems in defining.

The problems of defining readily surface when results of the survey reveal that different students believe from ten to twenty-seven people in the classroom have brown hair, or when students list from two to seventy-two inches of snow must fall before a storm is considered a blizzard. Discussing their different perceptions helps students inductively realize that terms need to be clarified and explained. The survey's questions also suggest some of the problems of definition in the world beyond the classroom: What are the criteria for closing school in severe weather? What defines a "good worker" for a supervisor when writing a letter of recommendation?

Courageous Action: What Is It?

The activity on the next two pages of your handout (Appendix, pp. 59-60) is designed to help students master the most sophisticated thinking strategies involved in extended definition. Students are given examples of actions that may or may not be considered courageious action and must generate from these elaborate criteria for defining courage; thus sjtudents begin to make the fine discriminations necessary to write a sophisticated extended definition.

Pass out copies of the courageous action scenarios. Then, divide students into small groups. Each group should read and jdiscuss all the situations on the worksheet in order to decide which are and which are not courageous action. Students should make notes on their answers to the questions ending each incident.

At the conclusion of the small group work, have students reconvene as an entire class. Go through each of the incidents and ask them to report on their ideas. Some disagreements may arise during the discussion; let students debate back and forth and come to their own resolutions as much as possible. Finally, ask students for a list of their own criteria for a courage ous action. Based on the incidents and discussion, the list could include having a choice, making a rational decision, being aware of the consequences, and doing a noble action.

The following excerpt from a small group discussion of incident #4 illustrates how the activity helps students deal with the gray areas of definition:

Bill: Sure, he's courageous. He's alone in an enemy village.

Tom: Yeah! He may capture it, too.

Wendy: But, he didn't know about the other things. The mines or guards. It's all a surprise to him.

Tom: He saw the guards, though. He realized where he was; then he shot them. That takes courage .... He could have run away.

Wendy: But the guards were asleep .... It was easy.

Bill: No! Killing the guards could wake the whole village. He's putting himself in danger.

Wendy: Doesn't say he thought of that.

Bill: What if it did . . . said he realized the whole village would be after him if he killed . . . .

Wendy: That's right. That might be courageous because he knows. You can't be courageous if you don't know what you're getting into (from Johannessen, Kahn, and Walter, 1982, 13-14).

The group began by saying Jewkes is courageous. As the students argued about the situation, they changed their original notion about Jewkes and discovered a criterion for courage: The person must be aware of danger. Bill even proposed a contrastive example to clarify this criterion: What if the incident stated that Jewkes realized the village would be after him if he killed the guards? In their discussion of the incidents, the students quoted above continued debating in this intense manner for thirty minutes and then still said they wanted more time.

The other borderline incidents for courage, like this one, can also elicit lively controversy. As students discuss these incidents in small groups and as a class, they develop sophisticated criteria. What is important is not whether students' analyses agree with those of the teacher but that they are actively involved in making subtle distinctions, developing criteria, and generating other borderline examples.

There are two possible follow-up writing assignments. Since none of the incidents on the sheet was courageous, ask students to develop an incident that exhibits all the criteria generated by the class for a courageous action. This incident, either real or imaginary, must include an explanation of why the action should be considered courageous.

A second possible assignment would involve students examining real people who have been labelled as courageous to determine if in fact they qualify given the criteria generated by the class.

"Cruelty to Animals"--Activity

The activity on the next page of your handout, "Cruelty to Animals" (Appendix, p. 61), is designed to give students additional practice in dealing with the gray areas of definition. In the courageous action activity, students were asked to generate a set of criteria for an abstract idea after looking at a series of incidents that do not illustrate the term--but come close--and thus illustrate the gray areas of definition.

Several of the incidents in the "Cruelty to Animals" activity are deliberately ambiguous and may be argued either way, depending upon the criteria, details, and explanations that the students generate. Thus, this activity is a bit more difficult than "Courageous Action: What Is It?"

After giving students "Cruelty to Animals" sheet, follow the same procedures outlined for the courageous action activity. As a follow-up writing practice, give students another incident or have them find one on their own, perhaps related to treatment of animals in zoos or to using animals in testing consumer products. Have students develop a criterion statement based on the incident and a contrastive example, and have them analyze and explain how their examples draw the line in terms of their criterion statement.

Definition--Summary

Unfortunately, we have only been able to show you a very few activities for teaching students the skills involved in extended definition. However, the ones we have been able to show you illustrate some of the sophisticated thinking skills involved in extended definition, and how activities like the ones we have shown you, help students learn these strategies. With some practice of these skills students will be able to write sophisticated extended definitions of concepts and ideas pertinent to your subject area. More important, students will have mastered thinking and writing skills that they will be able to use outside the world of school.

Conclusion

What we have tried to show is that the major thinking strategies of making and supporting generalizations, argumentation, and definition apply across the curriculum. The activities we have shown you are concerned with a number of subject areas, and they more than anything illustrate that focusing instruction on these kinds of activities will enable students to learn these important thinking strategies. If we provide activities that interest students, that engage them in using the strategies they need to learn, that provide repeated practice of these strategies in a variety of situations, and that require them to contend with the immediate demands of a real audience in small group and whole class discussions, then students will be able to think and write more effectively across the curriculum.

BIBLIOGRAPHY

Applebee, Arthur N. *Writing in the Secondary School: English and the Content Areas.* Urbana, Ill.: NCTE, 1981.

Bereiter, Carl. "Development in Writing." In *Cognitive Processes in Writing*, eds. L. W. Gregg and E. R. Steinberg, 73-93. Hillsdale, N. J.: Lawrence Erlbaum Assoc., 1980.

Bereiter, Carl, and Scardamalia, Marlene. "From Conversation to Composition: the Role of Instruction in a Developmental Process." In *Advances in Instructional Psychology*, Volume 2, ed. R. Glaser, 1-108. Hillsdale, N. J.: Lawrence Erlbaum Assoc., 1982.

Goodlad, John I. *A Place Called School.* New York: McGraw-Hill Book Co., 1983.

Hillocks, George, Jr. "The Effects of Observational Activities on Student Writing." *Research in the Teaching of English* 12 (1979): 23-35.

_____. "Getting the Most Out of Time Spent Marking Compositions." *English Journal* 71 (October 1982): 80-83.

_____. "Inquiry and the Composing Process: Theory and Research." *College English* 44 (1982): 659-673.

_____. "The Interaction of Instruction, Teacher Comment, and Revision in Teaching the Composing Process." *Research in the Teaching of English* 16 (1982): 261-278.

_____. *Observing and Writing.* Urbana, ILL.: ERIC/NCTE, 1975.

_____. *Research in Written Composition: New Directions for Teaching.* Urbana, Ill.: NCRE/ERIC, 1986.

_____. "Synthesis of Research on Teaching Writing." *Educational Leadership* 44 (May 1987): 71-82.

_____. "Toward a Hierarchy of Skills in the Comprehension of Literature." *English Journal* 69 (March 1980): 54-59.

_____. "What Works in Teaching Composition: A Meta-Analysis of Experimental Treatment Studies." *American Journal of Eduction* 93 (1984): 133-170.

_____. "The Writer's Knowledge: Theory, Research, and Implications for Practice." In *The Teaching of Writing*, eds. A. R. Petrosky and D. Bartholamae, 71-94. Chicago: The University of Chicago Press: The National Society for the Study of Education, 1986.

Hillocks, George, Jr., Elizabeth A. Kahn, and Larry R. Johannessen. "Teaching Defining Strategies as a Mode of Inquiry: Some Effects on Student Writing." *Research in the Teaching of English* 17 (1983): 275-284.

Hillocks, George, Jr., Bernard J. McCabe, and J. E. McCampbell. *The Dynamics of English Instruction*. New York: Random House, 1971.

Johannessen, L. R. "A Day in the African Veldt: Teaching Irony in Literature." *Illinois English Bulletin*, in press.

_____. "An Interactive Literature-Writing Class." In *What Is English?* by Peter Elbow, 28-30. N. Y.: MLA/NCTE, 1990.

_____. "Approaches to Teaching Writing that Work." Institute program for School District U-46, Elgin, Il., Aug. 29, 1989. (ERIC Document Reproduction Service No., in press).

_____. "The Nature of Love: Two Short Stories." *Notes Plus* 2 (Fall 1984): 14-15; repub. in R. Kline, ed. *The Best of NOTES Plus*. Urbana, Il: NCTE, 1989. 40-43.

_____. "Teaching Strategies for Interpreting and Writing about Literature." Paper presented at the National Council of Teachers of English Convention, St. Louis, Missouri, Nov. 19, 1988. (ERIC Document Reproduction Service No. 311 454).

_____. "Teaching Students to Think and Write about Literature." *Illinois English Bulletin* 76 (Winter 1989): 67-70.

_____. "Teaching the Vietnam War: Two Short Stories." *NOTES Plus* 8 (September 1990): 12-15.

_____. "Teaching Writing: Motivating Inquiry." In *What Is English?* by Peter Elbow, 119-122. N. Y.: MLA/NCTE, 1990.

_____. "Teaching Writing: Motivating Inquiry." *English Journal* 78 (February 1989): 64-66.

_____. "Vietnam in the English Classroom." Paper presented at the National Council of Teachers of English Spring Conference, Charleston, South Carolina, April 8, 1989. (ERIC Document Reproduction Service No. ED 310 407).

Johannessen, Larry R., Elizabeth A. Kahn, and Carolyn Calhoun Walter. *Designing and Sequencing Prewriting Activities*. Urbana, Ill.: ERIC/NCTE, 1982.

_____. "The Art of Introducing Literature." *The Clearing House* 57 (1984): 263-266.

Johannessen, Larry R., and Elizabeth A. Kahn. "Interaction in English Classes: An Exploratory Study." (ERIC Document Reproduction Service No. ED 248 525), 1985.

_____. "Thinking and Writing Across the Curriculum." Institute program for Argo Community High School, Summit, Il., Aug. 28, 1990. (ERIC Document Reproduction Service No., in press).

Kahn, Elizabeth A., Carolyn Calhoun Watler, and Larry R. Johannessen. "Literary Characters' Values Profile." In S. Tchudi and D. Mitchell, *Explorations in the Teaching of English*, 3rd ed. New York: Harper & Row Publishers, 1989. 175.

_____ "Making Small Groups Work: Controversy Is The Key." *English Journal* 73 (February 1984): 63-65.

_____ *Writing about Literature*. Urbana, Ill.: ERIC/NCTE, 1984.

National Assessment of Educational Progress. *Reading, Thinking, and Writing: Results from the 1979-80 National Assessment of Reading and Literature*. Denver: National Educational Commission of the States, 1981.

Scardamalia, Marlene. "How Children Cope with the Cognitive Demands of Writing." In *Writing: The Nature, Development, and Teaching of Written Communication*. eds. C. H. Fredericksen, M. C. Whiteman, and J. P. Dominic, 81-101. Hillsdale, N. J.: Lawrence Erlbaum Assoc., 1981.

Scardamalia, Marlene, Carl Bereiter, and Rosanne Steinbach. "Teachability of Reflective Processes in Written Composition." *Cognitive Science* 8 (1984): 173-190.

Smagorinsky, Peter. "An Apology for Structured Composition Instruction." *Written Communication* 3 (January 1988): 105-121.

_____ "Developing the Social Conscience through Literature." In *Literature and Life: Making Connections in the Classroom*. ed. Patricia Phelan. 13-15. Urbana, Il.: NCTE, 1990.

_____ "Preparing Students for Enriched Reading." In *The Role of Discussion and Writing in the Teaching and Learning of Literature*. eds. Durst and Newell. 1-36. N. Y.: Christopher-Gordon Pub., in press.

_____ "Small Groups: A New Dimension in Learning." *English Journal* 78 (February 1989): 67-70.

Smagorinsky, Peter, and Steven Gevinson. *Fostering the Reader's Response: Rethinking the Literature Curriculum, Grades 7-12*. Palo Alto, Ca.: Dale Seymore Pub., 1989.

Smagorinsky, Peter, Tom McCann, and Stephen Kern. *Explorations: Introductory Activities for Literature and Composition, 7-12*. Urbana, Il.: ERIC/NCTE, 1987.

Smith, Michael W. *Reducing Writing Apprehension*. Urbana, Ill.: ERIC/NCTE, 1984.

Smith, Michael W., and George Hillocks, Jr. "Sensible Sequencing: Developing Knowledge about Literature Text by Text." *English Journal* 77 (October 1988): 44-49.

_____ "What Inquiring Writers Need to Know." *English Journal* 78 (February 1989): 58-63.

Toulmin, Stephen. *The Uses of Argument*. Cambridge, Mass.: Cambridge Univ. Press, 1958.

Toulmin, Stephen, Richard Rieke, and Allen Janik. *An Introduction to Reasoning*. New York: MacMillan, 1979.

Walter, Carolyn C., Elizabeth A. Kahn, and Larry R. Johannessen. "Student Writing: If You Can Teach It, You Can Test It." *Curriculum Review* 22 (August 1983): 11-16.

APPENDIX

INSTITUTE ACTIVITY SHEETS

Accidental Deaths by Firearms

By using what you know or making an "educated guess," determine which of the following statements you think are accurate and which are not. For each statement, circle "true" or "false."

1. Few of those killed in firearm accidents are under the age of eighteen. T F

2. Accidental deaths by firearms most often occur when people are hunting. T F

3. Many victims of fatal accidents with firearms are friends or relatives of the person who kills them. T F

4. About half of the fatal accidents involving firearms occur outdoors. T F

5. Those who are involved in fatal accidents with firearms are almost never people who have had some training or experience in the use of firearms. T F

6. A major cause of accidental deaths by firearms is people playing with guns. T F

7. In a number of cases, the person who makes the error in judgment is not the one who is killed in a fatal firearm accident. T F

8. Even people with extensive training and experience in the use of weapons are sometimes responsible for fatal firearm accidents. T F

9. Over 50 percent of the victims of fatal firearm accidents are between the ages of 13 and 23. T F

10. Some fatal accidents with firearms may be the result of mixing guns and alcohol. T F

ACCIDENTAL DEATHS BY FIREARMS

You are a member of a state commission studying laws pertaining to firearms. Ultimately, the commission will be making a report to the governor and state legislature regarding possible reform of the state's firearms laws. You have been asked to study "Accidental Deaths by Firearms" in the United States for the week of May 1-7, 1989. Assume that these deaths represent the kinds of accidental deaths that take place every week in the United States.

Based on your analysis of this information, you are to write a report for the state commission of which you are a member. In your report you are to present generalizations about accidental deaths by firearms. Your generalizations might focus on the nature of the accidental deaths and/or victims, etc. What commonalities can you identify among *many, most, some, few, etc.* of the accidental deaths and/or victims?

The other members of the commission, who will be reading your analysis, have not seen or studied the information you have. They may not readily accept your conclusions. Therefore, your report will also need to include clear explanation of <u>how</u> you reached your conclusions and the <u>evidence</u> (ie. facts, examples, statistics) that supports your conclusions.

Your report should be a well-organized composition. You might want to consider the implications of your findings in terms of the task given the commission.

Accidental Deaths by Firearms
United States
May 1-7, 1989

Monday, May 1

Mark Suchy, 19
Clinton, Me.
Mark and his brother loved cars, rock music, hunting and guns. That day they bought a new .44-cal. revolver. Joined by two friends, they tried it out on targets in their backyard in rural Maine. Afterward they gathered around the kitchen table. Mark's brother, 23, supposing the others had emptied the pistol, playfully pointed it at Mark and pulled the trigger. To his horror, the revolver fired a bullet into Mark's chest. The two friends fled. The stunned brother called for help, but Mark was dead before the police ambulance arrived.

Anthony Beltran, 23
North Smithfield, R.I.
A woman friend playfully aimed his automatic handgun at him in a motel room, then pulled the trigger. She did not know the gun was loaded. She was charged with manslaughter.

Tuesday, May 2

Stephan Sears, 23
Sterling County, Texas
A ranch hand and gun lover, he accidentally shot himself when he was removing a rifle from the gun rack of a pickup truck. The trigger caught on the rack.

Todd Glover, 21
Alameda, Calif.
For his son's coming-of-age birthday, Todd's father presented him with a special gift--a .357 Magnum police revolver. It was a weapon Todd could use professionally if, as planned, he became a law-enforcement officer like his father, a sergeant on the Alameda force. Todd, who was working as an unarmed security guard, had recently begun taking the tests he had to pass to become a deputy sheriff. He loved the .357. He was handling it in his bedroom six days after his birthday when, in the adjoining room, his mother and stepfather heard it fire. They found him dead.

Wednesday, May 3

Milton Carpenter, 22
Ava, N.Y.
The .22-cal. Mossberg rifle was Milton's treasure: it had been left to him by his father. Though he seldom fired it, Carpenter, a bakery worker, loved to show off the weapon. He was doing just that while drinking with friends in the rented house in northern New York that he occupied with his girlfriend and their two young children. As Carpenter brandished the weapon, he stepped backward and tripped over his little boy. The rifle banged against his lower lip. It went off, sending a bullet through the roof of his mouth. He died a week later.

Gregory Brice, 28
Houston, Texas
Grabbed by a police officer after burglarizing two homes, he was accidentally shot when the two stumbled over a curb, according to police.

Thursday, May 4

Derrick Smith, 9
Bartlett, Texas
Known as "Kye" to his family, Smith was a talented player on a midget-league baseball team in this tiny central Texas town. He was passing the afternoon at his grandparents' while his mother worked as a nurse's aide. He and a cousin were sitting on a sofa studying baseball cards when his two-year-old brother toddled into the room with a revolver picked up from a dresser elsewhere in the house. Sensing danger, another cousin, also 9, grabbed the gun. It fired, and the bullet struck Kye. He was dead on arrival at a local hospital.

Friday, May 5

Hasan Abdullah, 14
Tarrant City, Ala.
The high school student was in a friend's home when the friend shot him with a revolver. The youth, who said the death was an accident, has been charged with manslaughter.

Nicole Henry, 15
Brooklyn, N.Y.
A 16-year-old friend of her's was playing with his handgun when it accidentally fired. She was hit in the neck. The friend has been indicted for criminally negligent homicide.

Saturday, May 6

Terry Townes, 28
Milwaukee, Wis.
He argued with an older roommate, who got a shotgun, apparently to scare Townes. The gun went off. The roommate has been charged with homicide.

Darrell Holman, 37
Las Animas County, Colo.
With big-game rifles in hand, they set out as a father-son hunting team: Darrell Holman, a heavy-equipment operator and his 15-year-old son. Using bait, they attracted a black bear. The father shot the animal, but it was only wounded and escaped through the brush. They tracked the bear to a higher ridge, encountering it at close range. The enraged 300-lb. bear charged the father. He fired twice, but the beast kept coming, caught him, pinned him to a rock and mauled him. Desperate, the son fired his rifle at the bear. The shot hit his father, who died immediately. The bear was found dead later.

Jonathan Ferguson, 17
Martha, Ky.
The high school senior was showing friends the handgun that his parents kept in their grocery store. He put the weapon to his head, apparently believing he had emptied it.

Moses Townes, 16
Capitol Heights, Md.
He was a high school student playing with a revolver at the home of a neighbor, 14. The younger boy had the gun when it discharged.

Michael Lozano, 28
Reserve, N. Mex.
A logger drinking with friends outdoors, he was firing a shotgun into the air for fun but somehow--accidentally, it was ruled--shot himself in the head.

Justin Price, 12
Morrison, Okla.
He and another twelve-year-old were playing in a garage with a revolver. In the hands of the playmate, it discharged accidentally into Justin's face.

Sunday, May 7

Clyde Engle, 34
Leslie County, Ky.
After target shooting with three other men, the coal miner put a handgun to his head. Saying that the safety was on, he pulled the trigger. His death has been ruled accidental.

Jan Gmyrek, 34
Queens, N.Y.
The bricklayer picked up a rifle in his home. To a friend, it appeared that he was about to shoot himself. When the friend tried to grab the gun, it discharged. The death was ruled an accident.

Adapted from "Seven Deadly Days." *Time*, July 17, 1989: 30-60.

Handguns and rifles; A five-act play that always ends in unforgotten tragedy

by Shunette Campbell

Survival in our complex society is becoming more and more like an exciting but dangerous arcade game. We are playing hunt and chase with our lives but someone else is usually depositing the quarters and handling the controls, more often than not, males in this nation, our men, are killing and being killed. During the week of May 1, 1989, reports of accidental deaths by firearms revealed that of 17 accidental deaths, 16 of the victims were male and 15 of the 17 perpetrators were also male.

One might ask why this callous deed of gendercide continues to persevere. The extensive use of handguns partly answers this question. 11 of the 17 victims were shot by handguns. Most victims of accidental deaths by firearms result in this deadly combination of males and handguns; therefore, for the sake of our nation, especially our men, handguns should be banned from public use.

Death and sex ratios prove that there is a need for male preservation by taking preventive measures. At conception there are 107 would-be male babies conceived for every 100 would-be female babies conceived. At birth, the number drops slightly to 105 males per 100 females. By the age of 20, the ratio evens out to 100. Mark Suchy, 19, and Moses Townes, 16, are two out of six of 16 males slaughtered by handguns before they even reached age 20. Handguns circulated throughout our domestic population help to create a shortage of men, leaving even fewer to protect our country and to marry our women. By age 85, there are 55 men for every 100 women. With handguns picking off American men and a male majority being prosecuted for these killings, soon there will not even be 55.

As shocking as the beforehand information may be, what is even more frightful are the overall ages (ranging from 12 to 27) of the victims and perpetrators. None of those killed: Derrick Smith (9), Justin Price (12), Hassan Abdullah (14), and others were even 40. Handguns are killing dozens of young American men every week and hundreds each and every year.

Americans can continue to exercise their right to bear arms by using rifles or less accessible forms of firearms. Guns are played with and accidentally fired much too often. But it would have been difficult for any of the deaths to have occurred if larger guns were involved. Derrick Smith's two-year-old brother carelessly picked up the revolver that killed him from a dresser. Justin Price (age 12) and his young playmate may have found it difficult to handle a large rifle which could have prevented the senseless accidental shooting. Larger rifles are not as easily concealed or leisurely carried on one's person as handguns can be. Concerned citizens could more readily spot and report potentially dangerous situations. It is hard to go unnoticed when practicing such endangering behavior as Clyde Engle, 34, did when pointing a handgun playfully to his head, with a six-foot rifle. Let us exercise our second amendment rights in more thoughtful and safe ways. This game of Russian roulette - the purchase, careless placement, play, shooting, and horrid death - is a five-act play that always ends in tragedy.

BEST COPY AVAILABLE

Automobile Legends

Urban legends are stories of events that are believed to be true through they cannot be proved. According to the teller, the story is *true,* it really occurred, and recently, usually to a relative, friend, or "friend of a friend." Urban legends are told both in the course of casual conversation and in such special settings as campfires, slumber parties, and college dormitories. The urban legends that follow have traveled far and wide and have been told and retold with little variation by many different people in many different places. Some of the details change (names, locations, numbers, etc.), but the basic story remains the same.

The Smashed VW Bug

Late one night, two tractor trailers collided head on at a very high speed. Nobody witnessed the collision. The force of the impact welded the two cabs together, killing the drivers. After the bodies were pried out, the wrecks were towed away in one piece to a wrecking yard.

Some weeks after the accident, a terrible smell at the wrecking yard led salvagers to separate the fused cabs, using four huge tow trucks. Between the cabs, they found a Volkswagen Bug with four corpses crushed inside.

The Body on the Car

A woman's husband came home from work at 2:00 A.M., drunk. He managed to get up for work in time, though, and began pulling his car out of the garage into the driveway. His wife realized that he had forgotten to take his lunch and began running out to give it to him. She got as far as the porch and fainted. The hung-over husband got out of the car to see what was the matter. There, embedded in the grill of his car, was the lifeless body of an eight-year-old girl.

The Dishonest Note

A man accidentally drives into a parked vehicle, causing a big dent in the rear fender. Though several bystanders have witnessed the accident, the owner of the damaged car is not around. The guilty driver writes a note, slips it under the wiper blade, and drives off. Presumably, the note is an apology and supplies the guilty driver's name, address, and insurance company. But when the owner of the damaged car returns, he finds this note: "The people watching me think I am leaving my name and address. But I'm not."

The Arrest

A man was driving home late one evening going south on I-91. He had taken several drinks earlier, and this was so obvious that he was soon pulled over.

As the state cop approached the car, an accident occurred in a northbound lane, so the cop told him to get out of the car and wait. The cop crossed the median to see if he could be of any help.

The drunk waited a while, and then decided the hell with it. He hopped in the car and took off home. There he told his wife to tell the police, if they should call, that he had been home all night, as sober as a judge.

The next morning the doorbell rang, and when he answered it, two state cops were standing there, including the one who had stopped him. Naturally, he claimed he had been home all night. "Just ask my wife," he said.

His wife backed up the story, but the cops asked if they could look in the garage. The man, not sure what was going on, said, "Sure." And when they opened the garage, there was the police cruiser, its lights still flashing.

The Hairy-Armed Hitchhiker

A lone woman driver stops and offers a lift to an elderly woman. But when the driver looks more closely at her passenger, she notes to her horror that the woman's arms and the backs of her hands are extraordinarily hairy. Realizing that she must have a disguised man and not a woman in the car with her, the driver coolly stops the car and asks the passenger if she would mind checking the brake lights for her. Then the driver speeds away, leaving the passenger behind. When she gets home, she notices a handbag left on the front seat. She opens it and with horror discovers its only contents--a meat cleaver.

The Baby on the Roof

A couple with their baby were driving a long haul through the deserts of New Mexico. They stopped briefly at a rest area to switch drivers so that each one could take a turn at it and neither would get overtired. The husband, who was driving, stayed in his seat while the wife got out on the right, placed the baby (who was asleep in her car seat) on the roof, and walked around the car to slip behind the wheel. The husband, then, just slid over and pulled the right-hand door shut, and away they went again with the baby on the roof. After they had been driving an hour or two, a state police cruiser flagged them down. The baby was rescued, still snoozing peacefully in her little plastic seat.

The Rattle in the Cadillac

A wealthy businessman ordered a new Cadillac loaded with extras. The car was everything he expected, except for one flaw: it has a persistent annoying rattle, especially when being driven over railroad tracks or on bumpy streets. Taking the car back to the dealer, the man had every single part checked and tightened, but the rattle continued. Finally, after several more trips to the dealership, the car was dismantled piece by piece. Inside the door panel on the left side they found a collection of assorted junk: nuts and bolts, a broken pop bottle, a tin can, and miscellaneous metal scraps. Inside the can was a note from a disgruntled factory worker who had planted the junk in the door, saying: "You rich SOB--so you finally found the rattle!"

From Brunvand, Jan Harold. *The Choking Doberman and Other "New" Urban Legends* and *Curses! Broiled Again!* New York: W.W. Norton & Co., 1984 and 1989.

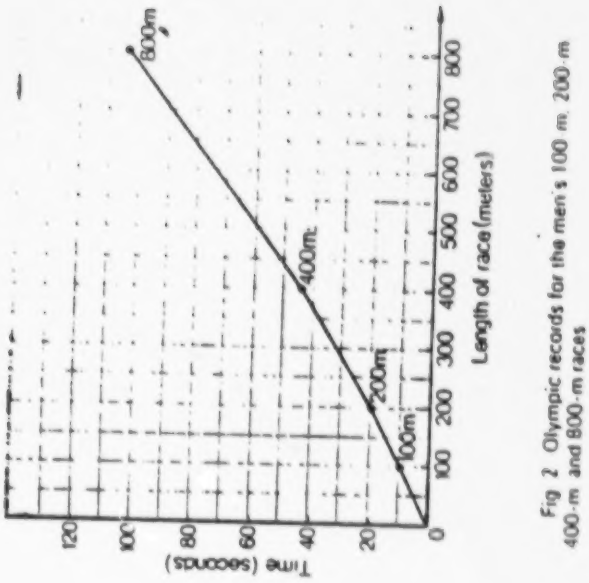

Fig 2 Olympic records for the men's 100-m, 200-m, 400-m and 800-m races

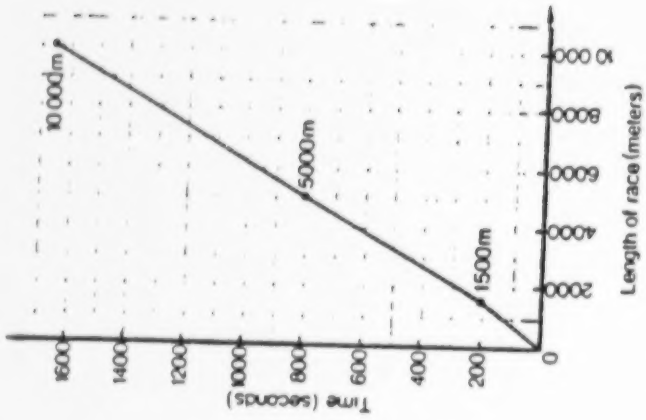

Fig 3 Olympic records for the 1500-m, 5000-m and 10 000-m races

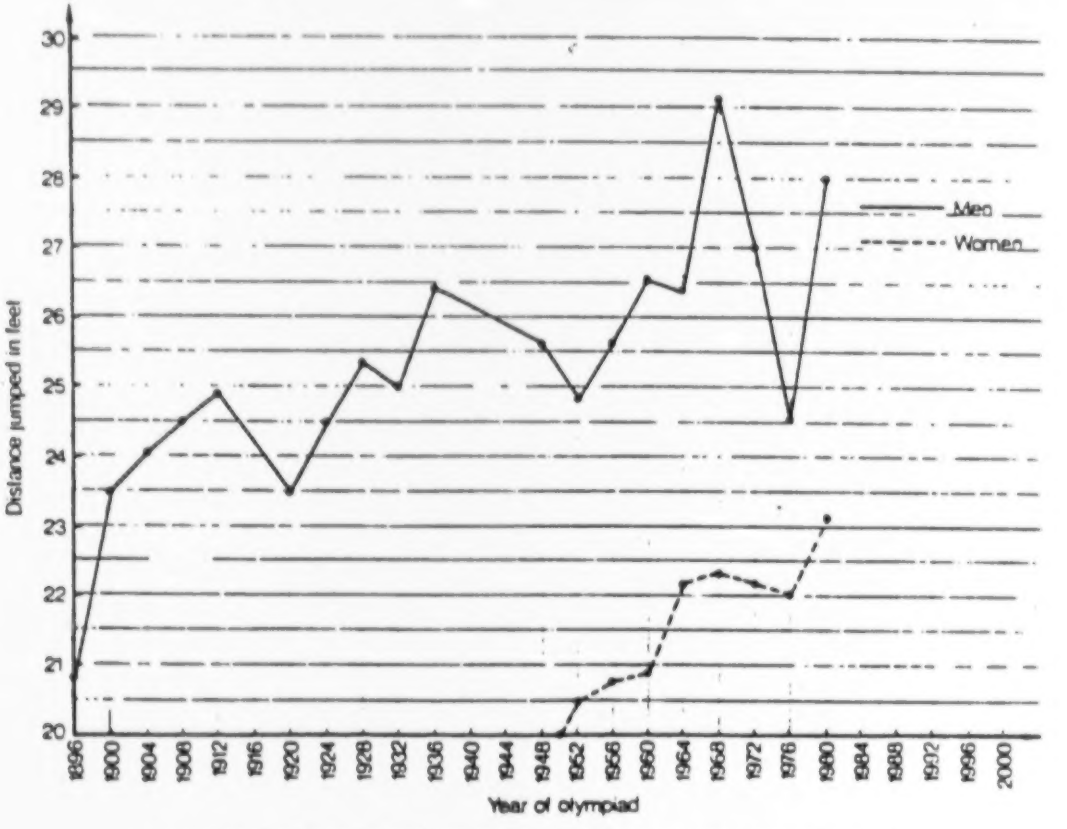

Fig 1 Distances jumped by Olympic gold medalists in the long jump 1896–1980

BEST COPY AVAILABLE

from William A. Ewbank, Mathematics Teacher, May 1984, 344–348.

The '73 Blue Chevy

At 11:00 p.m. on July 31, three youths, all male, two white and one Chicano, robbed an all-night liquor and food mart located in a high-crime area of the city. Threatening the proprietor with a shotgun, the boys took several bottles of liquor and cartons of cigarettes as well as the cash from the register before escaping in a '73 blue Chevy for which witnesses got no license number. Five minutes later, after receiving news of the robbery via the police radio, Patrol Car 54 spotted a '73 blue Chevy which was exceeding the speed limit on the expressway three blocks from the scene of the robbery. Calling for assistance in apprehending armed-robbery suspects, Patrol Car 54 gave chase.

Moments later, five police cars converged on the blue Chevy and forced it to the side of the road. Officers, with guns raised, ordered three male occupants, two white teenagers and one Chicano, out of their car. The police immediately shoved the boys up against the police car and frisked them. As this was happening, one of the boys demanded to know why they had been stopped. The officers made no response. No weapons were found on the boys who were then handcuffed and put in the back of the police car. Two officers checked via police radio on vehicle registration and on past police records for the boys. One of the boys did have a police record but not for robbery. While this was taking place, other officers were searching the car. All three of the boys objected loudly as the police pulled the seats out of the car and removed items from the trunk. A switch-blade knife was found under the front seat. The police confiscated the knife, but when nothing else was found, the boys were allowed to put their car back together and go on their way.

In this incident, were the police out of line in their actions toward the teenagers? Write a composition to convince others of your position.

The '73 blue Chevy

I think that the police were totaly wrong in there actions with the teenagers. Even if they thought that they had robbed a store. The cars were identical and the boys were alleged to have a gun, but that means the police should have been caucious not brutal.

The police were to brutal about it even if these boys were the robbers it is illegal to harass them. The police had no right to destroy anything in the car either.

The '73 Blue Chevy

In the case of the '73 blue chevy, I believe the officers acted justly. A 1973 Chevy is not a common car. It must have looked like too much of a coincidence after hearing the report and seeing the identical car speeding away from the liquor store area. What makes the evidence more incriminating is the fact that the description of the robbers matched the description of the suspects. The treatment the suspects recieved was fair because the robbers were reported as armed and dangerous. I think I have shown more than enough evidence to support the officers in question.

SLIP OR TRIP*

At five-feet-six, and a hundred and ten pounds, Queenie Volupides was a sight to behold, and to clasp. And when she tore out of the house after a tiff with her husband, Arthur, she went to the country club where there was a party going on.

She left the club shortly before one in the morning and invited a few friends to follow her home and have one more drink. They got to the Volupides house about ten minutes after Queenie, who met them at the door and said, "Something terrible happened--Arthur slipped and fell on the stairs. He was coming down for another drink--he still had the glass in his hand--and I think he's dead. Oh my God--what shall I do?"

The autopsy concluded that Arthur had died from a wound on the head, and confirmed the fact that he'd been drunk. What do you think happened?

You are a member of the investigative team. Your team must determine whether this is a case of accidental death or murder. Analyze the evidence and photograph of the scene of the incident. Decide whether this is a case of <u>accidental</u> <u>death</u> or <u>murder</u>.

<u>Evidence pointing to accident</u> <u>Evidence pointing to murder</u>

You examine the evidence and reach your conclusion. But the other members of the team disagree with your assessment. After analyzing the autopsy report, evidence, and photograph of the scene of the incident, you decide you will present a report to the investigative team to convince them to change their minds.

Write a report that you will present to convince the others that your conclusion makes the most sense.

*adapted from Lawrence Treat. <u>Crime and Puzzlement 2</u>. Boston: David R. Godine, Publisher, 1982.

CASE 27

The following is an actual case which occurred in Marion Center, Pennsylvania.

Arlene Pfeiffer, a seventeen-year-old high school senior, was class president for three years, a student council president last year, and a member of the National Honor Society since tenth grade. In August, prior to her senior year, she gave birth to a daughter, Jessica, and decided to keep her. In November, Arlene was kicked out of the honor society by her high school. In January, the school board agreed to her removal. Now Arlene is taking her case to the Human Relations Commission.

What is at issue is not her grades--they have remained high--but rather two other qualities the honor society demands: "leadership" and "character." The question is whether an unwed mother has lost her "character," whether she would "lead" others in the wrong direction.

Should Arlene be reinstated in National Honor Society?

The Police Were Right

I believe that the police followed the right procedures when they pulled the kids over. From the evidence they had received it was really the only thing they could do.

I found five observations in which I reason with the police. The first is that there were three teenagers, two white and one Chicano, at the robbery, and three teenagers of the same description were in the car. Second, they were told to look for a seventy-three blue chevy of the same description as the one the boys were driving. The car was exceeding the speeding limit, which gives one the idea that it could be a get-away car.

Also, there was a knife in the car, which might not seem like a lot but it is a form of a weapon, and it was under the seat which could mean it was hidden. And the last, is that the three could have taken the liquor and cigarettes elsewhere, dropped it off, and drove on.

These things could give one the impression that the three were guilty, so the police had to treat them cautiously, and as if they were the real robbers. They had to frisk them because it's procedure, and they had to raise their guns because the three could have been armed themselves. They had to be aware of dangers if they had been the real robbers. Also, if they'd been guilty and the boys asked questions, as they did, the police don't have to answer because in a real case, it could be used in court. They had to search the car so they had to take the seats out because that's a possible hiding place.

These things show how the police took the right steps in what they did. After all, if you had these five pieces of evidence to go on wouldn't you take precautions such as these?

Argumentation Check Sheet

Writer's Name: _____

Evaluator's Name: _____

Topic chosen for argumentation paper: _____

	Yes	No
1. Does the paper take a position (have a thesis) on the topic or issue?	___	___
2. Does the paper present good reason(s) for its position?	___	___
3. Are these reasons supported with specific details or examples?	___	___
4. Is there enough explanation of how the details or examples support the reasons?	___	___
5. Does the paper refute possible arguments of the opposing side?	___	___
6. Is the paper clearly written and understandable in all parts?	___	___

Western Hero

A Western always had entertainment for everyone, suspense, action, and romance. And in every Western, there was always a hero, someone whom everyone liked and could only dream of being. Western heroes are rather unique compared to every other hero, yet they all seem to have similar characteristics that captivate the audiences. The most important aspect of a Western hero would have to be mystery, whether the mystery evolved from his name, past, or motives. He would be in the center stage, yet he still would not reveal his true self to anyone.

The other aspect that was needed was courage. Whether it was courage to fight outlaws, Indians, or even stand up for his rights, courage was essential.

All in all, the Western hero was a very interesting character.

Force beyond the Line of Duty

Police brutality is an act which is vague in its meaning. The generally accepted definition is the use of unneeded force by police in the line of duty. However, there are always times which make it necessary for a more precise definition. A more workable definition which could be used by a judge in deciding a brutality case would be an intentional, unprovoked act of force by an officer in which his life or any innocent bystander's life is not put in danger by the victim of his unneeded assaults.

In order to clarify this definition, one must look at it in sections. The first word which is key in understanding the definition is *intentional*. This means that the officer is using force with a clear understanding of what he is doing and that his actions are done on purpose. For example, if a police officer's gun accidentally misfires and injures a person, this act would not be considered police brutality since the officer was not intentionally using force.

Another key word in the definition is *unprovoked*. The act must be unprovoked which simply means that the person the officer is using force upon has not resisted attempts by him to carry out his correct job as an officer. For instance, if an officer is summoned to arrest a shoplifter, and the person complies with the officer, the policeman may not use force upon the shoplifter since no force is needed to carry out his job. However, if the shoplifter resists arrest and begins to make vocal attacks and strikes out at the officer, he is allowed to use force that is needed to carry out his job and he cannot be brought up on charges of brutality since the action was provoked. . . .

BEST COPY AVAILABLE

SURVEY

Please answer each question with the best answer possible. Do not look at anyone else's answers.

1. About how many inches of snow would have to fall before you could consider a storm to be a blizzard?

   _____

2. You are rating a group of students for National Honor Society on the basis of leadership. Put a check by each of the following activities you consider a position of leadership.

   a. Secretary of Senior Class _____
   b. First string basketball player _____
   c. First in class (G.P.A.) _____
   d. Reporter for school newspaper _____
   e. A part in the spring musical _____
   f. Member of Ski Club and Photo Club _____

3. If a male were described as average height and weight, what would be his height and weight?

   _____ feet _____ inches _____ pounds

4. At what age does middle age start? _____

5. How many people in this room have brown hair? _____

6. An island is described as having a tropical climate. What would the average temperature on a summer day be?

   _____

Adapted from Designing and Sequencing Prewriting Activities, Johannessen, Larry R., Elizabeth A. Kahn, and Carolyn J. Walter, Urbana, Il.: [illegible], 1982, 80-81

BEST COPY AVAILABLE

Courageous Action: What Is It?

1. Not long ago two parents in Chicago were charged with second degree murder and child abuse. They had starved their child, broken its bones (several ribs, two legs, an arm and skull), and put the infant in a pot on a hot stove. Did those parents fear anything? What should they have feared? Are they courageous because they did not fear the consequences for themselves?

2. The evidence suggests that Richard Nixon knew about the Watergate burglary, at least soon after it occurred. He certainly knew about and was probably involved in the cover-up. Any attempts to cover up such activities could be very dangerous politically. Assuming Nixon did attempt to cover up the activities, should his involvement in the cover-up be considered courageous? Why or why not?

3. Captain Smith comes to a battle zone which is new to him. The enemy holds the village which is important to supply routes. Soldiers who have been there before the Captain say that several approaches to the village are heavily mined. They believe that the village contains hidden gun emplacements as well as machine gun nests. Captain Smith, however, says that the village must be captured immediately. Ignoring the warnings, he sets out to take the village by frontal attack with three squads of men, he at their head. Is the Captain courageous? Why or why not?

4. Corporal Jewkes is lost in the woods near a village which, unknown to him, is in enemy hands. The village is heavily guarded and the surrounding area is mined. He makes his way through the mines of which he is unaware, and into the village. Not knowing what it contains, he enters the first house he comes to. It contains a gun emplacement, but the guards are asleep. Jewkes quickly kills the guards and takes the guns. To this point, should we consider Jewkes' actions courageous? Why or why not?

5. The members of two rival gangs, the Archangels and the Killer Bees, meet on the street. Zip, a young man in the process of being initiated into the Killer Bees, is told to confront Big Mike, leader of the Archangels. He knows that if he does not, his own gang members will ridicule him, probably beat him, and certainly throw him out of the gang. Therefore, Zip approaches Big Mike and begins to taunt him. Are Zip's actions courageous until now? Why or why not?

6. One day Big Mike comes to school wearing a brand new pair of blue suede shoes. He promptly dares anyone and everyone to step on those blue suede shoes. Being something of a poet, he says, "Put your soles on my suede; I'll put my knife in your life." Are his actions courageous? Why or why not? If someone intentionally tried to step on Big Mike's suedes, would that person's actions be courageous? Why or why not?

7. A woman had been beaten by her husband several times over a period of years. Finally, during one beating, when it seems to her that his rage will result in her death, she runs to the kitchen in panic and grabs a paring knife. When the husband catches her arm, she turns and begins flaying him with the knife. Are the woman's actions with the knife courageous? Why or why not?

8. Corporal Kallikak has been on the front lines for a long time. Losses have been very heavy. While his squad is pinned down by heavy machine gun fire, his best friend is killed at his side. Suddenly Kallikak flies into a rage. Swearing at the enemy, he grabs a grenade launcher, and in a fury charges across open ground and fires at the gun emplacement, destroying it. Are the corporal's actions courageous? Why or why not? Would your opinion change if he had been killed before firing? Why or why not?

For all groups:

Based on your discussion of the incidents above, list your own criteria for defining a courageous action.

Adapted from Larry R. Johannessen, Elizabeth A. Kahn, and Carolyn J. Walter. Designing and Sequencing Prewriting Activities. Urbana, Il.: ERIC/NCTE, 1982, 34-36.

Cruelty to Animals

Each of the following cases involves the issue of cruelty to animals. For each situation, decide whether or not the action is an act of cruelty to animals.

1. Which cases are acts of cruelty to animals?
2. Explain why.
3. Develop a set of criteria by which one can evaluate whether an action is or is not an act of cruelty to animals.

1. Exceeding the speed limit by 20 m.p.h., a man is driving down a country road. He sees a sign that says "Deer Crossing." He then proceeds into the "Deer Crossing" area at which point a deer runs across the road in front of the car. Unable to stop in time, the driver hits the deer. Although the driver does not stop his car, he notices from his rearview mirror that the deer staggers into the ditch beside the road.

2. The animal shelter has a policy of putting to sleep all animals who are not adopted after 30 days.

3. A local farmer's cornfields are being destroyed by jack rabbits. He pays a bounty to anyone who brings him a rabbit carcass.

4. Every winter hunters kill baby Harp seals for their fur. They are killed by a blow to the head with a blunt stick. The hunters argue that the seals' deaths are painless, that the Harp seal is not an endangered species, and that selling the pelts is their primary means of livelihood during the winter.

5. In order to verify the workability of a new procedure for voiding the bladders of paraplegics, researchers in a medical school replicate the conditions of a paraplegic by breaking the spines of dogs. The spines are broken while the dogs are anesthetized, and the dogs feel no pain as a result of the operation.

6. The ears of Boxer puppies are clipped (cutting and shaping their naturally long, floppy ears into short pointed ones) and their tails are bobbed. After their ears are clipped, the Boxers' heads must be bandaged and taped for several weeks until they are healed.

7. To determine the effects of isolation on humans, baby monkeys are separated from their mothers at birth and raised in total isolation. The monkeys develop mental disorders which render them unable to relate to other monkeys even when they are placed in a normal environment later on.

8. A woman goes shopping in the grocery store. Intending to be gone only a few minutes, she leaves her dog in the car. She leaves a window open a few inches in the car. She meets a friend in the store and doesn't get back to the car for nearly an hour. The temperature outside is close to 95°F, and when she returns to the car, she finds that the dog has collapsed.

9. A man returns home from work to find that his dog has chewed a hole in a chair. In anger, the man kicks the dog several times until the dog runs to the basement to hide.